2: Read E-5 (1935-1939) 1956
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Herding as preparation for war

Preparation for war began in youth. When boys were about ten or twelve they were sent to herd goats or calves; when they were older they herded the cattle. At this time the boys were in the bush with their elders who were often haughty and fierce. The older herders taught the boys how to fight and how to defend themselves. They taught them to fight with twigs and sticks; the older herders fought with *izinduku* (knobkerries) and *izinkhonjo* (wooden swords). They were not allowed to fight with real spears though some had them. The older herders stirred up the hearts of the younger to fight and taught them to strike each other with knobkerries and to use little shields. If the herders of one village met the herders of another, the bulls were teased till they fought, and the little herders also. The small herders were not allowed to say anything about the herding to their parents. The older herders also loved to fight as in war with those of other villages. At such times the older men and even the elders came out from the village to see the battle and to stir up the hearts of the boys. If the herders of one village ran away they were laughed at, but the winners were greatly praised.

At the time when the cattle ate the refuse in the maize-gardens, after harvest, fighting most often broke out. Some of the boys provoked their neighbours to go and drive the cattle into the maize-fields of another village deliberately. The custom was that cattle might eat in the maize-gardens of their own village and the boys ought to ask if they may go into the fields of others. The herders did this to annoy the other herders and to start a fight. Often a great struggle was the result and the young men of the village who had outgrown herding joined in the fight to help the youngsters of their village. But they did it sensibly, none caused a wound with a spear, for anyone who did that was punished by law.

So the boys grew accustomed to the first steps in fighting which would help them later in war. Those who knew how to protect themselves with a knobkerry and small shield had no scars on their heads, but there were many long ago who had scars from fighting in the herding time. Children of the chief were in the same predicament—if they could not defend themselves they were beaten by their herding companions and possibly got their heads broken. The flowing of blood was not considered very serious, only if one did it in a stealthy way then he had to pay compensation. In this way the boys grew up with stout hearts and loved fighting.

Another thing which excited the boys was the custom of whistling. The boys were very expert and quick in expressing changes of mood in whistling. This was done so that the cattle would go carefully or quickly, but also when they were fighting the herders loved to whistle and even the older men in war did so also. The whistling stirred up the hearts of those who were thinking of running away. There were many ways of whistling and some were very good at it. [198]

Enlistment

539 702

When the young men reached the age of 21–26 they left off herding. Sometimes it was their fathers who stopped them, sometimes they themselves wished to stay at home. They took their shields (*amahawu*) and

siderable latent, and at times overt, antagonism from the younger towards the older group. This was to some extent mitigated by the dominant interest as well as occupation in cattle-herding. The head herd-boys were people of importance, called in for consultations with the adults who were cattle-owners. They assisted at the killing of beasts and went with them to market when beasts were sold. These older boys, despite their dominance, were heroes to the younger ones, and basked in an aura of hero-worship. They took good care to build up their claims to be thought of as 'big ones', with proven feats of strength, vaunted knowledge about cattle, skill in leading dances, and reputations as lady-killers.

The younger boys found some outlet for their aggressive impulses in the stick fighting, which was a recognized sport. They fought with 'rods', like single-sticks, and became adept at attack and defence. It was alleged that in the old days there was no redress for broken heads or bruises. As the elders said: 'They were learning to fight when young. There was no man ignorant of this learning. This school for fighting made strength in the body.' The clash of sticks could be heard out on the grazing grounds by day or in the evening on the edge of the village when the cattle were safely in the kraal. Skill in stick-fighting was one of the ways in which leadership among the younger boys was acknowledged. It was a kind of knock-out championship, hotly contested, until everyone agreed: 'That one—he has excelled.' Boys going to school took their sticks and knobkerries with them in case they were challenged on the path, but they were careful to hide them in the bushes just before arriving at the school.

Boys' life in the village

When the boys went to live in the dormitory they did not only escape from the women's world into a boys' circle. They entered the fringe of the men's world and provided they conducted themselves with propriety they could sit on the edge of the men's group at the kraal gate and listen to talk about men's affairs.

3: Read E-5 (1935-1939)1960
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572 than dissolved. The element of secrecy in the confidence exchanged gave the girls a much-needed sense of privacy, and the freedom of being able to say anything to the friend was a relief from the constant guard on speech and manners.

535 The girls had dance-groups, and practised dancing in or near a compound. Each group had an 'owner' who called
571 the others together and organized the dancing. These were several dance-groups, in contrast with the boys' single group,
[578] and the girls' groups were often rent by internal quarrels, leading to splits in the groups.

865 The dance-groups, and other little knots of girls, often had violent quarrels in which all their latent aggression came to the surface. They shouted at each other, scratched each other's faces and burst into tears of anger and frustration. If senior Ngoni women were around when these scenes took place, they generally broke in and rebuked the 'owner' of the group and sent them all home. Sometimes they deliberately turned their backs, leaving the girls to fight it out among themselves, or hoping the 'owner' would restore order. The senior women, rather unobtrusively as a rule, kept an eye on the girls in their dance-groups and at other times, and were adept at summing up their characters and looking out for signs of leadership and of ability to control others.

157 One type of leadership was often shown when a girl collect-
538 ed younger children together, for singing, games or for tell-
555 ing stories in a recitative form with a refrain in which the others joined. There was a certain kind of skill in reciting these stories, recognized alike by the children listening and by adults watching from a distance. The Ngoni believed that this skill was due to a gift for eloquence, not so far removed from the eloquence of the man who chanted the praises of the chiefs, or the man who composed his own songs. This eloquence was said to come 'from the chest'. Ngoni men and women passing a group of children spellbound at the recital of a story would say: 'Ha! look at that one. She has that which is of the chest—real eloquence.'